

**NEW HAMPSHIRE  
DEPARTMENT OF EDUCATION  
BUREAU OF SPECIAL EDUCATION  
PROGRAM APPROVAL REVIEW**

**SAU 59  
WINNISQUAM REGIONAL SCHOOL DISTRICT  
FINAL SUMMARY REPORT**

Norman Couture, Superintendent  
Kathleen Fagan, Director of Pupil Personnel Services

Visit Conducted on March 13-14, 2002  
Report Date May 16, 2002

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## **I. TEAM MEMBERS**

### **External Team Members:**

Dr. P. Alan Pardy, SERESC Chairperson  
Becky Cawley, Placement Coordinator, Bedford School District  
Margaret Edgecomb, Out-of-District Coordinator, Franklin School District  
Vergil Grant, Special Services Coordinator, Campton School District  
Carole Hunt, Middle School Inclusion Coordinator, Pittsfield Middle-High School  
Mary Lane, Educational Consultant , NHDOE  
Colleen Lane, Special Educator, Bridgewater-Hebron School  
Hollie Prescott, Resource Room Teacher, Campton School District  
Scott Rodrigue, Reading Specialist, Newfound Middle School  
Jonas Taub, Psychologist, Psychiatric Research Center  
Rob Wright, Integration Specialist, Gilford Middle-High School

### **Internal Team Members:**

Jan Borsh, Winnisquam Reg. High School  
Sandra Dane-St. Gelais, OOD Coordinator  
Kathy Fagan, Director of Curriculum & Special Ed.  
Margaret Maroni, School Psychologist  
Jeff Marvelle, Southwick Elem. School  
Jennifer Sereni, Sanbornton Central School  
Ruth Smith, Pre-School Teacher  
Jim Stapleton, Winnisquam Reg. High School  
Claire Mills, Union Sanborn School

## **II. INTRODUCTION**

SAU 59 (Winnisquam Regional School District) is a medium-sized school district of about 1800 students, with approximately 300 students identified as having educational disabilities. The district consists of the towns of Tilton, Northfield and Sanbornton. There are three elementary schools – Sanbornton Central (K-5), Union Sanborn (K-3) in Tilton, and Southwick (3-5), also in Tilton. There is one middle school and one high school, both located in Tilton. The district was formerly part of SAU 18, which is Franklin, but became its own SAU (59) in the mid-80s. There is a major building program about to begin, which will renovate part of the middle school and essentially double the square footage at the high school (originally built in 1939 with WPA labor).

## **III. PURPOSE OF VISIT**

The New Hampshire Department of Education conducted a Special Education Program Approval Visit to SAU 59 on March 13-14, 2002 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the Program Approval Visit, all of the schools in SAU 59 were reviewed.

Activities related to this Program Approval Visit included the review of all application materials submitted by the SAU, verification of personnel credentials for special education staff, program descriptions, SPEDIS reports, and analysis of data collected during the visit. Data included the review of student case studies, interviews with staff, administrators, students and parents and classroom observations. Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU 59. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

## **IV. PROGRAM APPROVAL REVIEW PROCESS**

The New Hampshire Department of Education provided SAU 59 with a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the data collection and special education program approval activities. The two-day visit was designed as a focused review on the following areas of programming:

- Access to the General Curriculum
- Transition
- Assessment

The NHDOE Special Education Program Approval Process allowed the visiting and building level team members to conduct case studies of a representative sampling of the special education student population, ages 3-21, throughout the SAU. Evidence of the work conducted in-district and results related to student outcomes was gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, paraprofessionals, administrators, and in some cases the students. In addition, classroom observations were conducted for each of the case studies being reviewed. The collective data were summarized by the visiting and building level teams. The summaries, included in the report that follows, outline identified areas of strength and areas of improvement needed for each school reviewed.

## **V. STATUS OF PREVIOUS PROGRAM APPROVAL REPORT AND CORRECTIVE ACTIONS**

The district had its last on-site/compliance visit on January 10<sup>th</sup> and 11<sup>th</sup>, 1997. There were a total of 17 specific findings around compliance, and seven patterns of non-compliance at the middle school, involving parental involvement at meetings and evaluations not always completed. File organization was noted as a problem at the high school, but this is not an area that is specified by either federal or state regulation. At Sanbornton Central School there were three patterns of non-compliance, including availability of staff to provide services to

identified students. All of the non-compliance issues identified in the 1997 report were noted as addressed by Harvey Harkness, SERESC consultant.

During this program approval/improvement visit, a total of 11 student files were reviewed, 5 of the 11 students were interviewed, and 10 parents were contacted either in person or by phone. District staff at each building were involved in the file review, and classroom observations as well as teacher interviews were part of this visit.

## **VI. SAU-WIDE SUMMARY OF FINDINGS:**

Access to General Curriculum: Based on the 11 student files reviewed, access to the curriculum across the district is not an issue. All students are engaged in, and making progress with, the content offered in the district's curriculum. The district has been reviewing and revising its curriculum, with particular emphasis on math during the current (2001-02) school year.

Transition: Transition planning for the 11 students whose files were reviewed was evident, although there is no federal or state requirement for transition between first grade and age 14. High school transition plans were well done, and were documented.

Assessment: In addition to standardized tests, many instances of non-standardized tests and assessments were evident in the 11 files reviewed, including work portfolios. In studying their curriculum, the district, through the IDEA team, is reviewing and using standardized and criterion-referenced data, particularly in the area of mathematics.

### **Areas of Concern Based on the NH Rules for the Education of Children with Disabilities:**

There were no specific areas of the NH Rules that were of concern to the visiting team as a result of this program approval visit. The recommendations have more to do with the lack of resources, including materials for some specific disabilities, computers and software, and space. The items cited in the 1997 report have all been addressed.

However, one of the most important citations, that of delays in evaluations, may be a continuing problem, since SPEDIS data as of 2/20/02 showed 14 delayed evaluations at one elementary school (longer than 45 day period after permission had been obtained), another 11 at a second elementary school, and 21 between the middle school and high school during the current school year.

### **Commendations :**

Union Sanborn School, Tilton (K-3)

1. A wide range of program options exist – from full inclusion to individually-designed curriculum for one student who works 1:1 with a behavioral specialist;
2. IEP objectives are monitored with detailed percentages;
3. Good relationships appear to be in place between regular and special education staff;
4. Good parent contact and involvement;
5. Classroom teachers appear to be following IEP modifications;

Sanbornton Central School (K-5)

1. Good communication between regular and special education staff, and within the school staff;
2. IEPs are well written, connected with the regular education curriculum, and are monitored closely with detailed progress notes;
3. Staff appear to be child-centered and concerned about academic achievement of students;
4. Assessment data comes from a variety of sources, including formal and informal measures; Services provided reflect what is in IEPs.

#### Southwick (3-5)

1. Positive attitude exhibited by teachers and staff interviewed;
2. Knowledgeable special education staff, including paraprofessionals;
3. Parents interviewed have positive attitudes and are knowledgeable about the special education process;
4. Files are well-organized and color-coded.

#### Middle School (6-8)

1. Caring, devoted staff;
2. Supportive administration;
3. Extra-curricular activities, including Teen Leadership conference, Sargent Camp trips, and Mr. Troy's "recreation" program, PEP trips;
4. SALSA grant written by Nancy Trowsdeale, providing laptop computers for student use
5. On-site police resource officer.

#### High School (9-12)

1. Dedicated, knowledgeable, hard-working staff who use "push-in" approach for inclusion;
2. Staff are student-centered, looking for ways to "make it work" in spite of limited resources;
3. Parents interviewed were pleased with student program and progress, felt communication was good;
4. Files are well-organized and color-coded;
5. Transition plans were complete and well-written;
6. Resource help was available as needed;
7. Students are earning regular credits leading to a regular high school diploma;

#### District-wide:

1. Hard-working and dedicated special education staff, including paraprofessionals;
2. Supportive administration, beginning with the superintendent;
3. Elementary buildings are clean, attractive and use space effectively;
4. Pre-school program uses a team approach, with supportive building principal;
5. Pre-school space is bright, attractive and well-equipped;
6. Transition from Pre-school to elementary programs appears to be working well;
7. Files are well-organized and color-coded;
8. IEPs are well-written, tied into regular curriculum;
9. Collaborative efforts and good rapport between regular and special education staff;
10. Additional psychologist appears to have reduced evaluation delays across the district;
11. Parents are satisfied with their students' programs, progress and communication from the school staff.

#### **Recommendations :**

##### Union Sanborn

1. More access to computers and other technology such as Alpha-Smarts for students with written language difficulty;
2. Consider increasing time of special education secretary.

##### Sanbornton Central

1. Provide more/different space for resource room;
2. Look at improving/increasing the time available for teaching staff to meet with related services staff (most of whom are part-time or contracted);
3. Consider having special education teacher spend more time in regular classrooms, perhaps team-teaching, possibly reducing amount of "pull-out";
4. Send special ed staff and administration to other schools to look at more inclusive models of resource support.

#### Southwick

1. More resources for students with specific low-incidence disabilities.

#### Middle School

1. Consider increasing the amount of para-professional help available in regular classrooms;
2. Increase the number of computers available to students with IEPs;
3. More space for middle school resource program.

#### High School

1. Upgrade available technology in Resource Room (one of 2 computers is out-of-service, and software is limited); students may need more access to content-specific software for maintaining progress in academic areas;
2. Also, consider voice-activated software/hardware for students whose ability to take notes or use written language is limited;
3. Consider granting credit for a “special education study skills” course, similar to several other New Hampshire high schools;
4. Consider offering regular education teachers training in IEP development, legal requirements of their (regular ed) participation, and IDEA in general.

#### District-wide

1. Provide greater access to up-to-date and working technology, both hardware and software;
2. Review amount of clerical help available at the building level, so that special education staff could be more available for students needing support;
3. Review the materials available for students with low-incidence disabilities (e.g., visual impairment);
4. Consider adding benefits package to para-professionals, in order to retain trained individuals;
5. Review frequency of court-ordered placements (SPEDIS data showed 46, which seems unusually High for a district of 1800 students). It is recommended that the NH Department of Education assist the district administration in comparing these numbers to other school districts, and further analyze the reasons for this phenomenon.

## VII. BUILDING LEVEL SUMMARY REPORTS

### USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

#### BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU 59

School: Preschool

Recorder/Summarizer: Leigh Zoellick

Date: March 14, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:  
**Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum <u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Summary of Evidence  <b>Preschool</b>
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition <u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Summary of Evidence  <b>Preschool</b>
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	



Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5</u> <u>RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		<b>Preschool</b>
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	

Preschool	
Strengths	Suggestions for Improvement
1. Team approach – individual aides, classroom aide, speech aide, teacher and speech therapist all work well together. 2. The district supports the preschool program – physical and financial support. The principal is welcoming to the program. 3. Training and support are provided to the aides (“people are our strength”). 4. There is consistency in program delivery. 5. Classroom is big and bright with close access to the playground, a bathroom attached and a wide variety of toys and materials.	A new assessment tool is needed to better meet the needs of preschoolers. A curriculum is needed to provide more consistency. Look at providing speech therapy within the classroom (circle time). Explore options of children attending community preschools or Head Start, with support. Work with principals to identify next year’s teachers earlier in the spring to help with transition to Kindergarten. Paraprofessionals are well trained but sometimes leave because they need health benefits. Consider providing benefits.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU 59

School: Union Sanborn

Recorder/Summarizer: Colleen Lane

Date: March 14, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:  
**Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum <u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Summary of Evidence  <b>Union Sanborn</b>
Indicator Level and Description		
<b>0</b>	Student does not have access to the general curriculum.	We did an informal observation of a student who was in an individual setting with no access to general curriculum, with some peer interaction.
<b>1</b>	Student has access to the general curriculum	
<b>2</b>	Student participates in the general curriculum in the regular classroom	
<b>3a</b>	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	One student received different instruction for Reading and Math, but was involved in the general curriculum for all other subjects.
<b>3b</b>	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
<b>3c</b>	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
<b>3d</b>	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
<b>4</b>	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	One student had total access to the general curriculum with only support services (OT, PT and aide for mobility issues.)

Transition <u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Summary of Evidence  <b>Union Sanborn</b>
Indicator Level and Description		
<b>0</b>	No evidence of transition planning	
<b>1</b>	Transition occurs, with little or no written documentation	Transition does happen from early services to preschool, preschool to Kindergarten and K to 1 <sup>st</sup> grade, but there is no written plan. Meetings are held. There are also transition meetings between elementary schools.
<b>2</b>	Written documentation exists for transition services	
<b>3a</b>	Team includes parents and personnel from other agencies in transition planning	
<b>3b</b>	Student is informed before age 17 of his/her rights under IDEA	
<b>3c</b>	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
<b>4a</b>	District has implemented a process to evaluate the success of the student's transition	
<b>4b</b>	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5</u> <u>RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		<b>Union Sanborn</b>
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	The school uses a wide variety of assessments. Formal assessments are Stanford and NHEIAP. Both pre and post testing are used for achievement of IEP goals. There is extensive data collection for objectives. The school as a whole uses Reading and Math testing as part of the prescribed program.

Union Sanborn	
Strengths	Suggestions for Improvement
1. There is extensive collection of data for accurate percentage on IEP grading. 2. There is good program variety (i.e. Resource Room, Contract with Bill White). 3. Regular education and special education staff have a good working relationship. 4. Parent contact and involvement is good. 5. There is adequate space for individual instruction. 6. The special education staff is hard working and dedicated. 7. Teachers are following the modifications contained in IEPs.	1. Improve the access to the general curriculum for severely impaired students. 2. More access to updated computers and in-class technology, such as Alpha Smart is recommended. 3. More time may be needed for the special education secretary.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU 59

School: Sanbornton Central

Recorder/Summarizer: Becky Cawley      Date: March 14, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:

**Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum <u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Summary of Evidence  <b>Sanbornton Central</b>
Indicator Level and Description		
<b>0</b>	Student does not have access to the general curriculum.	
<b>1</b>	Student has access to the general curriculum	The Sanbornton Central School uses a "pull-out" model. Two of the three students observed received "pull-out" programming for reading, language arts, and math, which constitutes the majority of the academic day. However, the instruction in the resource room is tied to the general curriculum and regular education staff appear to collaborate in a highly effective manner. Testimony was offered suggesting that special education students produce work that mirrors the work done in the regular class. Special education students regularly present projects to their non-disabled peers and their efforts reportedly are very well received.
<b>2</b>	Student participates in the general curriculum in the regular classroom	
<b>3a</b>	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
<b>3b</b>	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
<b>3c</b>	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
<b>3d</b>	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
<b>4</b>	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		<b>Sanbornton Central</b>
Indicator Level and Description		
<b>0</b>	No evidence of transition planning	
<b>1</b>	Transition occurs, with little or no written documentation	
<b>2</b>	Written documentation exists for transition services	Formal meetings occur in the spring of 5 <sup>th</sup> grade involving Central School staff (both regular & special education) and special education staff from The Middle School. Parents are invited. Meetings are documented. Students visit The Middle School prior to transition and meet teachers. Middle school teachers address 5 <sup>th</sup> grade classes before transition.
<b>3a</b>	Team includes parents and personnel from other agencies in transition planning	Transition from preschool to elementary school (Kindergarten) results from extensive conferencing between staff from both schools, with input from parents, as well as resourcing from outside professionals/agencies as needed.
<b>3b</b>	Student is informed before age 17 of his/her rights under IDEA	
<b>3c</b>	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
<b>4a</b>	District has implemented a process to evaluate the success of the student's transition	
<b>4b</b>	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5</u> <u>RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		<b>Sanbornton Central</b>
Indicator Level and Description		
<b>0</b>	No evidence of student participation in district or state assessments	
<b>1a</b>	Student participates in district-wide and school assessments	
<b>1b</b>	Student participates in state assessment	
<b>2</b>	Alternate assessment provided as needed for both district and state assessments	
<b>3a</b>	Assessment data is used to develop IEP	IEPs include formal group administered assessment data (Stanford), individual data (Woodcock Johnson), and criterion referenced data (Brigance.) Informal data is also clearly and effectively used. The school appears to be moving toward level 4. NHEIAP results were recently disseminated to staff.
<b>3b</b>	Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
<b>4</b>	School uses assessment data to improve student learning (state, district-wide or school assessments)	

Sanbornton Central	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>Files are well organized, as are instructional materials.</li> <li>Regular education teachers sign a statement that they have read and understand the IEP, and that they have a copy.</li> <li>Teacher observer is very organized and professional. She works to be informed about the general curriculum. She writes IEP objectives that reference same.</li> <li>Staff is child-centered and concerned about affective and academic domains of the child.</li> <li>Mutual respect between regular education and special education staff is evident.</li> <li>IEPs show evidence of using assessment, formal and informal.</li> <li>Progress notes on previous IEPs are impressive.</li> <li>Communication between teachers, parents, paraprofessionals and administrators was evident.</li> <li>Service delivery is accurately presented by the IEPs.</li> </ol>	<ol style="list-style-type: none"> <li>While the building is newly renovated, more space is needed for special education. Auditory distractions are unavoidable.</li> <li>More collaboration with speech, OT, guidance and reading might be considered. We do recognize that this is difficult with several part-time staff members.</li> <li>Consider methods to mainstream the special education teachers. Can some special education "happen" in the regular classroom?</li> <li>A very strong base of special education has been developed. We respectfully suggest observing other special education programs, where an inclusion, rather than a pull-out, model is used.</li> <li>Consider adding health benefits for paraprofessionals in order to retain quality staff who have been trained in the district.</li> </ol>



USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU 59

School: Southwick

Recorder/Summarizer: Hollie Prescott/Vergil Grant

Date: March 14, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:

**Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		<b>Southwick</b>
Indicator Level and Description		
<b>0</b>	Student does not have access to the general curriculum.	
<b>1</b>	Student has access to the general curriculum	
<b>2</b>	Student participates in the general curriculum in the regular classroom	
<b>3a</b>	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
<b>3b</b>	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
<b>3c</b>	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
<b>3d</b>	<b>For High School Students:</b> student has the opportunity to earn regular credits leading to a regular diploma	
<b>4</b>	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	There is evidence through class schedules and work folders that students have access and engage in the general curriculum.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, (b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		<b>Southwick</b>
Indicator Level and Description		
<b>0</b>	No evidence of transition planning	
<b>1</b>	Transition occurs, with little or no written documentation	Transition occurs through annual meetings, move-up days and special visits with next year's teachers.
<b>2</b>	Written documentation exists for transition services	
<b>3a</b>	Team includes parents and personnel from other agencies in transition planning	
<b>3b</b>	Student is informed before age 17 of his/her rights under IDEA	
<b>3c</b>	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
<b>4a</b>	District has implemented a process to evaluate the success of the student's transition	
<b>4b</b>	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5</u> <u>RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		<b>Southwick</b>
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	IEPs are reviewed every trimester. Stanford Reading Diagnostic, NHEIAP aligned with state frameworks and tests appropriate for educational identification.

Southwick	
Strengths	Suggestions for Improvement
<ul style="list-style-type: none"> <li>▪ Positive attitude of teachers/staff interviewed</li> <li>▪ Building/classroom structure</li> <li>▪ Knowledge and skills of the special education teachers and paraprofessionals</li> <li>▪ Parents have positive attitude toward school and are knowledgeable re: the special education process</li> <li>▪ Folders are well organized (color coded); paperwork is complete with IEPs marked according to competency</li> <li>▪ Ecology program in Maine available and accessible to handicapped students</li> </ul>	Need more money for appropriate materials for disability.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT  
BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU 59

School: Winnisquam Regional Middle School

Recorder/Summarizer: Carole Hunt

Date: March 14, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:

**Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum <u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Summary of Evidence  <b>Winnisquam Regional Middle School</b>
Indicator Level and Description		
<b>0</b>	Student does not have access to the general curriculum.	
<b>1</b>	Student has access to the general curriculum	
<b>2</b>	Student participates in the general curriculum in the regular classroom	
<b>3a</b>	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
<b>3b</b>	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
<b>3c</b>	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
<b>3d</b>	<b>For High School Students:</b> student has the opportunity to earn regular credits leading to a regular diploma	
<b>4</b>	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Both students are in regular classes with IEP accommodations. One student attends Resource Language Arts.

Transition <u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Summary of Evidence  <b>Winnisquam Regional Middle School</b>
Indicator Level and Description		
<b>0</b>	No evidence of transition planning	
<b>1</b>	Transition occurs, with little or no written documentation	Standard grade 5 visitation transition program – no documentation
<b>2</b>	Written documentation exists for transition services	One student had documentation in IEP of Middle School representatives attending transition meeting in Concord.
<b>3a</b>	Team includes parents and personnel from other agencies in transition planning	
<b>3b</b>	Student is informed before age 17 of his/her rights under IDEA	
<b>3c</b>	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
<b>4a</b>	District has implemented a process to evaluate the success of the student's transition	
<b>4b</b>	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5</u> <u>RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		<b>Winnisquam Regional Middle School</b>
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	Assessment data is used in overall curriculum revision/development as well as in writing IEPs. Assessment is done formally and informally.

Winnisquam Regional Middle School	
Strengths	Suggestions for Improvement
<ul style="list-style-type: none"> <li>▪ Caring, devoted staff</li> <li>▪ Supportive administration</li> <li>▪ Extra-curricular activities: Teen leadership conference, Camp Sargent, Mr. Troy's "recreation" program, PEP trips</li> <li>▪ "SALSA" grant program</li> <li>▪ On-site police officer</li> </ul>	<ul style="list-style-type: none"> <li>▪ Better/larger space for special education programs – students need to be spread out/less congested in rooms</li> <li>▪ In-class aide support</li> <li>▪ Increased in-class access to computers</li> </ul>

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU 59

School: Winnisquam Regional High School

Recorder/Summarizer: Alan Pardy

Date: March 14, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:  
**Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum <u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Summary of Evidence  <b>Winnisquam Regional High School</b>
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	Yes
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	Yes, per report cards and transcripts.
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	All students are able to access extra-curricular activities. One IEP student is very involved.

Transition <u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Summary of Evidence  <b>Winnisquam Regional High School</b>
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	Yes, per minutes of meetings
3b	Student is informed before age 17 of his/her rights under IDEA	On IEP team
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	Plan in file
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	



Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5</u> <u>RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		<b>Winnisquam Regional High School</b>
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	Yes, along with formal and informal data
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Yes, in file
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	

Winnisquam Regional High School	
Strengths	Suggestions for Improvement
<ul style="list-style-type: none"> <li>Committed, dedicated staff</li> <li>Parents contacted were satisfied</li> <li>Regular classroom teachers are accepting and helpful</li> <li>Support is available for students as needed</li> </ul>	<ul style="list-style-type: none"> <li>Need more improvement in materials and technology</li> <li>Regular classroom teachers may need specific in-service training re: their role in developing IEPs</li> <li>Consider developing “special education study” for credit</li> </ul>

**VIII. ADDENDUM: OUT OF DISTRICT SUMMARY**

**ADDENDUM**

**Out-of-District File Review**

**SAU 59**

Date: March 13, 2002

Reviewer: Alan Pardy

<p style="text-align: center;"><b>ADDENDUM</b> <b>Out-of-District File Review</b></p>
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SAU 59

Number of files reviewed: 3

Files were well organized and in compliance, except for the following:

CITATIONS OF NON-COMPLIANCE

**Ed 1119.08**

Neither of the two high school students' IEPs had a clear statement of how the student would earn graduation credits toward a diploma (SPEDIS #s 555929 and 536446).

**ADDENDUM**

**JAMES O. MONITORING PROGRAM**

**SAU 59**

**Student File Review**

**Case Study Document**

**Reimbursement Claim Form**

**Case Study Addendum Form**

Date: 3-13-02

Reviewer: Alan Pardy

<p style="text-align: center;"><b>ADDENDUM</b> <b>JAMES O. MONITORING PROGRAM</b></p>
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**SAU 59**

Three James O. files were reviewed, and were found to be in compliance with NH Rules and with Consent decree requirements, except for signed statement of financial liability in all three files.